

Remedial Reading and the Law: Guidance Related to Standard C

Resources Related to Standard C (Remedial Reading Standard):

The left column of the following table includes Wisconsin statutory language related to remedial reading. The right column explains what the statute requires of districts. A school/district's systems, structures, and decisions related to these statutes work in conjunction with other education priorities, especially developing a multi-level system of support (Response to Intervention or RtI). Additional information and resources can be found here: <http://commoncore.dpi.wi.gov/remedial-reading-education-overview>.

Relevant State Statutes	This law requires school districts to:
<p>Wis.Stats., Ch. 121.02 School Board Standards</p> <p>Each school board shall:</p> <p>(c) Provide interventions or remedial reading services for a pupil in grades kindergarten to 4 if any of the following occurs:</p> <ol style="list-style-type: none">1. The pupil fails to meet the reading objectives specified in the reading curriculum plan maintained by the school board under par. (k).2. The pupil fails to score above the state minimum performance standard on the reading test under par. (r) and:<ol style="list-style-type: none">a. A teacher in the school district and the pupil's parent or guardian agree that the pupil's test performance accurately reflects the pupil's reading ability; orb. A teacher in the school district determines, based on other objective evidence of the pupil's reading comprehension, that the pupil's test performance accurately reflects the pupil's reading ability.3. The pupil's reading assessment under s. 118.016 indicates that the pupil is at risk of reading difficulty. If this subdivision applies, the interventions or services provided the pupil shall be scientifically based and shall address all areas in which the pupil is deficient in a manner consistent with the state standards in reading and language arts.	<p>Provide intervention or remediation in relation to this statute in addition to that provided by Title I and/or special education; federal funding sources (such as Title I or IDEA) cannot be used to provide interventions or remediation required by this law.</p> <p>Review data to determine which students should be provided with intervention or remedial reading services. Services are provided when <u>any</u> of the following occur:</p> <ul style="list-style-type: none">– 5-year-old Kindergarten:<ul style="list-style-type: none">▪ District-selected data sources indicate a student is not meeting reading objectives specified in district-level curriculum – OR -▪ A student does not meet the PALS-K Summed Score Benchmark– Grades 1 and 2:<ul style="list-style-type: none">▪ District-selected data sources indicate a student is not meeting reading objectives specified in district-level curriculum – OR -▪ A student does not meet the PALS 1 – 3 Entry Level Summed Score Benchmark– Grade3: (per 121.02(c)(2)) (continued on page 2)<ul style="list-style-type: none">▪ District-selected data sources indicate a student is not meeting reading objectives specified in district-level curriculum – OR –▪ A student does not meet the PALS 1 – 3 Entry Level Summed Score Benchmark during spring administration of PALS in their second grade year

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Relevant State Statutes	This law requires school districts to:
<p>Wis.Stats., Ch. 121.02 (continued from previous page)</p>	<ul style="list-style-type: none"> – Grade3: (per 121.02(c)(2)) (continued from page 1) <ul style="list-style-type: none"> ▪ A student earns a score within the minimal or basic ranges of the state reading test administered in grade 3 (WKCE in 2013 – 14 and Smarter Balanced in 2014 – 15) AND: <ul style="list-style-type: none"> ○ A teacher <u>and</u> the student’s parent(s) or guardian(s) agree the test performance accurately reflects the student’s reading ability – OR – ○ A teacher uses other objective evidence of reading comprehension to determine that the student’s test performance accurately reflects his/her reading ability – Grade 4: <ul style="list-style-type: none"> ▪ District-selected data sources indicate a student is not meeting reading objectives specified in district-level curriculum (which could include a student’s performance on WKCE or Smarter Balanced) ▪ A student earns a score within the minimal or basic ranges of the state reading test administered in grade 3 (WKCE in 2013 – 14 and Smarter Balanced in 2014 – 15) AND: <ul style="list-style-type: none"> ○ A teacher <u>and</u> the student’s parent(s) or guardian(s) agree the test performance accurately reflects the student’s reading ability – OR – ○ A teacher uses other objective evidence of reading comprehension to determine that the student’s test performance accurately reflects his/her reading ability <p>Provide intervention or remedial reading services to qualifying students that:</p> <ul style="list-style-type: none"> – Addresses all areas in which a student is struggling – Is consistent with state standards in reading and language arts – Is scientifically based – Is delivered by an appropriately licensed teacher <p>Statute allows for local decisions about many aspects of reading intervention or remediation including setting, amount of time, or use of specific programs.</p>

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Relevant State Statutes	This law requires school districts to:
<p>Wis.Stats., Ch. 118.016 Assessment of Reading Readiness</p> <p>(1) In the 2013-14 school year, each school board and the governing body of each charter school established under s. 118.40 (2r) shall, using the appropriate, valid, and reliable assessment of literacy fundamentals selected by the department, annually assess each pupil enrolled in 4-year-old kindergarten to first grade in the school district or in the charter school for reading readiness. Beginning in the 2014–15 school year, each school board and the governing body of each charter school established under s. 118.40 (2r) shall, using the appropriate, valid, and reliable assessment of literacy fundamentals selected by the department, annually assess each pupil enrolled in 4-year-old kindergarten to second grade in the school district or in the charter school for reading readiness. The department shall ensure that the assessment evaluates whether a pupil possesses phonemic awareness and letter sound knowledge.</p> <p>(1g) If a pupil is enrolled in a special education program under subch. V of ch. 115, the school board or operator of the charter school under s. 118.40 (2r) shall comply with s. 115.77 (1m) (bg).</p> <p>(1r) The school board or governing body of the charter school shall report the results of a pupil's assessment under sub. (1) to the pupil's parent or guardian.</p> <p>(2) The school board of the school district or governing body of the charter school in which the pupil is enrolled shall provide a pupil whose assessment under sub. (1) indicates that he or she is at risk of reading difficulty with interventions or remedial reading services, as described under s. 121.02 (1) (c).</p>	<p>Administer PALS to all students in four-year-old kindergarten, kindergarten and grade 1, for the 2013-14 school year and beginning in 2014-15 administer PALS to all students in four-year old kindergarten, kindergarten, grade 1, and grade 2</p> <p>Report the results of PALS to each student's parent(s) or guardian(s)</p> <p>Provide reading intervention or remediation to any student whose performance on PALS indicates that he/she is at risk of reading difficulty using the guidelines included in Wis.Stats., Ch. 121.02</p>

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Early Literacy Screening (PALS) and Standard C

Per [Wis.Stats., Ch. 118.016](#), a “pupil whose assessment under [PALS] indicates that he or she is at risk of reading difficulty” shall be provided “with interventions or remedial reading services, as described under s. 121.02 (1) (c).” The table below explains the intersection between PALS and Standard C.

NOTE. Performance on PALS is not the only criteria to consider when deciding which students must receive reading intervention or remediation under [Wis.Stats., Ch. 121.02](#). Schools/Districts must also provide reading intervention or remediation to students who are not meeting reading objectives specified in district-level curriculum (as measured by district-selected data sources). In addition, students who earn a score within the minimal or basic ranges of the state reading test administered in grade 3 must be considered for reading intervention or remediation.

	Purpose of the Assessment (Information derived from PALS materials)	Benchmark Scores (Information derived from PALS materials)	Implications for Standard C (DPI guidance to districts)
4K	<ul style="list-style-type: none">– Diagnostic: provides baseline data– Progress monitoring through optional mid-year assessment (no Quick Checks provided)	Fall: No benchmark scores Spring: Developmental Range	Standard C (Wis.Stats., Ch. 121.02) does not apply. Because of the vast differences in experiences and abilities of our youngest learners PALS-PreK has no benchmarks. It provides diagnostic information about phonemic awareness and letter sound knowledge that teachers can use to inform instruction. Universal instruction in 4K includes instruction targeted to meet the needs of each learner (i.e. interventions targeted to specific learners within the universal curriculum).

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	Purpose of the Assessment (Information derived from PALS materials)	Benchmark Scores (Information derived from PALS materials)	Implications for Standard C (DPI guidance to districts)
5K	<ul style="list-style-type: none"> – Screening: determine who may struggle with literacy – Diagnostic: provides baseline data – Progress monitoring through Quick Checks and/or optional mid-year 	Fall: Summed Score Benchmark = 28 Spring: Summed Score Benchmark = 81	A student is at risk of reading difficulty if his/her score falls below the indicated fall and/or spring Summed Score Benchmark; therefore, he/she must be provided with reading intervention or remediation.
Grade 1	<ul style="list-style-type: none"> – Screening: determine who may struggle with literacy – Diagnostic: provides baseline data – Progress monitoring through Quick Checks and/or optional mid-year 	Fall: Entry Level Summed Score Benchmark = 39 Spring: Entry Level Summed Score Benchmark = 35	A student is at risk of reading difficulty if his/her score falls below the indicated fall and/or spring Entry Level Summed Score Benchmark; therefore, he/she must be provided with reading intervention or remediation.
Grade 2	<ul style="list-style-type: none"> – Screening: determine who may struggle with literacy – Diagnostic: provides baseline data – Progress monitoring through Quick Checks and/or optional mid-year 	Fall: Entry Level Summed Score Benchmark = 35 Spring: Entry Level Summed Score Benchmark = 54	A student is at risk of reading difficulty if his/her score falls below the indicated fall and/or spring Entry Level Summed Score Benchmark; therefore, he/she must be provided with reading intervention or remediation.
Grade 3	PALS is not a mandatory assessment in grade 3 (per Wis.Stats., Ch. 118.016)	PALS is not a mandatory assessment in grade 3 (per Wis.Stats., Ch. 118.016)	Review performance on PALS 1 – 3 from spring of grade 2. A student is at risk of reading difficulty if his/her score falls below the indicated spring Entry Level Summed Score Benchmark; therefore, he/she must be provided with reading intervention or remediation.

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Additional Notes about PALS:

- PALS 1 – 3 includes an Entry Level Summed Score Benchmark. This score is calculated by adding a student's scores from two tasks: spelling and a grade-level word list.
 - Administration in fall of grade 1 also includes a third task, letter sounds, when calculating the Entry Level Summed Score Benchmark. As a result, the Entry Level Summed Score Benchmark for Fall of grade 1 is higher than the Entry Level Summed Score Benchmark for Spring of grade 1.
- A student's performance relative to a developmental range, benchmark, or summed score benchmark does not indicate that he/she is reading below, at, or above grade-level. It is simply an indicator of that child's abilities as measured by a single assessment on a single day.
- A student who meets and/or exceeds a developmental range, benchmark, or summed score benchmark is still in need of high quality, differentiated instruction to meet his/her needs. Teachers are encouraged to review students' scores on individual tasks to determine specific areas of needs. A student can reach a developmental range, benchmark, or summed score benchmark and still have areas to develop indicated by specific tasks.